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Learning Guide - Blended Study Group Facilitator Version

Teaching in the 21st Century: The Need for Change

Use this guide as you progress through the course to organize your thoughts and to help you plan ways to apply the content you have learned in your building/district. At times, you may be prompted to refer to the learning guide for specific directions or activities. This course is structured using units, sections, and topics. For further explanation, please refer back to the online orientation.

Throughout this course you will demonstrate an understanding of the course content and practice the skills discussed. There will be activities requiring planning, applying, reflecting metacognition, and sharing.

Note that some activities will require that you submit responses electronically. All work can be created in a word processing program and then be copied and pasted into the collection fields on screen.

As you progress through the course, be sure to:

- Read and listen to the information presented.
- Print and read additional materials as directed.
- Follow the Learning Guide closely as you progress through the multimedia portions of the course. It contains step-by-step instructions for all activities.
- Complete all activities, some of which require application in your building/district.
- Participate actively and frequently in all discussion activities.
- Add information to your Learning Log as directed and at any other time you choose.
- Visit the "Links" section and navigate through the additional web resource links.
- Create a course resource binder for future reference by collecting all printed course materials and activities that will help you successfully complete the culminating activity.

Facilitator Notes

Course Overview:

This course is divided into five units. The first unit is an introduction to the objectives and materials of the course. The second unit will provide the rationale for 21st Century change by examining students and workplace. The third unit will examine the roles and responsibilities required of teachers to prepare students for the 21st Century workplace. The fourth unit explores how supporting systems must conform in order to accomplish the 21st Century transformation in the classroom. In the last unit, the completion of the culminating activity based on the collection of reflections and results from course activities will occur.

Pre-Course Expectations:

1. Familiarize yourself with the content of the entire course before your study group begins their work. Be sure to go through all the on-screen content, read all documents, and think about the activities.
2. Refamiliarize yourself with unit content before your study group begins work on it.
3. Check sync point tasks at the end of each course unit. All tasks that you must complete are listed in the Sync Point Instructions box at the end of each unit in this guide.

UNIT 1: INTRODUCTION

Facilitator Notes

Unit Overview:

This unit will provide the learner with an overview of course content and objectives.

Facilitator Expectations:

Familiarize yourself with the content of the unit before the study group begins its work. Be sure to go through all the on-screen content, read all documents, and think about the activities.

Section 1.1: Introduction

Topic 1.1.2 Course Overview

This course is divided into five units. The first unit is an introduction to the objectives and materials of the course. The second unit will provide the rationale for 21st Century change by examining students and workplace. The third unit will examine the roles and responsibilities required of teachers to prepare students for the 21st Century workplace. The fourth unit explores how supporting systems must conform in order to accomplish the 21st Century transformation in the classroom. In the last unit, the completion of the culminating activity

based on the collection of reflections and results from course activities will occur.

The following is an estimate of the time it will take to complete each unit.

Unit 1	Unit 2	Unit 3	Unit 4	Culminating Activity	Total
1 hour & 10 minutes	9 hours & 50 minutes	6 hours & 30 minutes	8 hours & 30 minutes	4 hours	30 hours

At the beginning of each unit you will have the opportunity to print a activity time breakdown document that explains how much time each individual unit activity requires.

Topic 1.1.3 Learning Objectives

As a result of this course, you will be able to:

- Identify the needs and preferences of the 21st Century learners
- Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21st Century workplace
- Understand the role collegial collaboration plays in establishing a 21st Century classroom
- Establish more effective communication among stakeholders

Topic 1.1.4 Course Materials

Sync Point Discussion Activity

In this activity you will participate in a discussion with the other members of your study group regarding the key concepts considered in this unit.

1. Print the rubric your facilitator will use to provide feedback for your participation in sync point discussion activities. Save this rubric for reference for these activities throughout the course.
2. Close the "print" window.
3. You will be notified when your facilitator has posted a topic for this discussion. You cannot complete this activity until he/she has done so. Be sure to check your "Inbox."
4. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and select "Discussion."
5. On the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 1.
6. You must **post a response** to your facilitator's topic and either **reply** to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating. Part of your grade will be based on the quality and frequency of your participation in these discussions.
7. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
8. Close the browser window to return to the course.

Personal Notes for Implementation:

Facilitator Sync Point Instructions

Unit 1 Sync Point Tasks:

1. Post the sync point discussion question/topic and monitor discussions. Be sure to label it as the "Unit 1" discussion. Email your study group to inform them that the "Unit 1" sync point discussion topic has been posted. Let them know when the time allotted for the discussion is over. Monitor and participate in the discussions as needed.

Discussion topic:

Use this opportunity to allow your study group members to get to know each other. The posting for this unit should have the online learner do two things:

- a. Introduce yourself and tell the other study group members about yourself.
 - b. One of the most prominent complaints among experienced teachers is that have little or no time to reflect on their teaching. Yet research has shown the extreme importance that reflection has on improving growth for educators. Therefore an example question is: "How do you plan to incorporate reflection time into your hectic schedule?"
2. Answer emails from the study group.
 3. Monitor individual progress. Acknowledge learners who have reached the sync point.
 4. Maintain weekly online office hours where you will be logged into the "Chat" feature to assist your learners. You must communicate these hours to your study group.
 5. When learners have completed the sync point discussion, you may release them to the next unit of study. The timing of this release is at the discretion of the facilitator.

Rubric for Sync Point Discussions

	Scoring Levels			
	Advanced	Proficient	Emerging	Novice
Frequency of Postings	Responds to the initial posting by facilitator and posts multiple replies to other group members' postings	Responds to the topic posted by facilitator and posts 1 reply to other group members' postings	Responds to the topic posted by facilitator or posts multiple replies to other group members' postings	No postings
Timeliness of Postings	Response to initial posting and multiple replies to other members' postings are done within specified time period	Response to initial posting and reply to other member's postings are done within specified time period	Response to initial posting or reply to other member's postings are done within specified time period	Postings are not done during specified time periods
Content of Postings	Responses are insightful, demonstrate a strong understanding of course concepts and definite application to practice	Responses demonstrate a clear understanding of course concepts and some application to practice	Responses relate to course concepts, but no elaboration. Evidence of possible misunderstandings	Responses are not related to course concepts or no posting

Rubric for Learning Log Entries

	Scoring Levels			
	Advanced	Proficient	Emerging	Novice
Completeness	Completes all aspects of the activity with reflective responses	Completes all aspects of the activity	Completes some aspects of the activity	Does not complete the activity
Understanding of Course Content	Entry demonstrates a strong understanding of course concepts	Entry demonstrates a clear understanding of course concepts	Entry demonstrates some (limited) understanding of course concepts	Entry demonstrates little or no understanding of course concepts
Application of Course Content	Entry demonstrates definite and appropriate application of course concepts	Entry demonstrates a clear application of course concepts	Entry demonstrates limited evidence of application of course concepts	Entry demonstrates little or no evidence of application of course concepts

UNIT 2: RATIONALE FOR 21ST CENTURY CHANGE

Facilitator Notes

Unit Overview:

This unit will present compelling arguments for the need for change in our educational practices in order to improve student achievement. 21st Century skills are needed by all students, regardless of race, geographic locale, or socioeconomic level.

The learner will explore the characteristics of 21st Century students and the skills needed for their successful transition into the 21st Century workplace. Also, the learner will assess his/her own instructional practices to gauge the level at which they are preparing students for the 21st Century workplace.

Facilitator Expectations:

Familiarize yourself with the content of the unit before the study group begins its work. Be sure to go through all the on-screen content, read all documents, and think about the activities.

Additional Resources/Research:

The following items may be helpful in preparing your role in facilitating this unit:

- Brooks-Young, S. (2006) *Critical technology issues for school leaders*. Thousand Oaks, Calif.: Corwin Press.
- Pink, D. (2005) *A whole new mind: Why right brainers will rule the future*: Penguin Group.
- Prensky, M. (2004). *Digital game-based learning*. New York: McGraw Hill.
- Prensky, M. (2006). *Don't bother me mom- I'm learning*: Paragon House
- www.21stCenturyskills.org

Unit Overview:

This unit will present compelling arguments for the need for change in our educational practices in order to improve student achievement. 21st Century skills are needed by all students, regardless of race, geographic locale, or socioeconomic level.

The learner will explore the characteristics of 21st Century students and the skills needed for their successful transition into the 21st Century workplace. Also, the learner will assess his/her own instructional practices to gauge the level at which they are preparing students for the 21st Century workplace.

Section 2.1: The 21st Century Student

Topic 2.1.1: How Do 21st Century Students Communicate?

Course Activity: Rationale for 21st Century Change K-L-D Chart

In this activity you will reflect on the rationale for 21st Century change.

1. Print and read the "Planning Guide: An Explanation of the K-L-D Chart."
2. Print the "Rationale for 21st Century Change K-L-D Chart."
3. Close the "print" windows.
4. Complete the "K" column of the chart, recording what you already know about the topic.
5. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns. This information will be used to complete the culminating activity.
6. Return to the course to continue.

Personal Notes for Implementation:

Course Activity: Personal Use of Technology

In this activity you analyze your personal use of technology.

1. Complete the following quiz that will help you identify yourself as a digital immigrant or a digital native.
 - a. Place an X in the appropriate box.
 - b. Add the number of Xs in the "yes" column and record the total in the "total" row.

Question	Yes	No
Do you sometimes feel that you speak a different language than your students when it comes to technology?		
Have you ever made a "Did you get my email" follow up phone call or walk over to ask the person?		
Do you ever seek student assistance when using technology in the classroom?		
Do you feel like you are always playing catch up to learn about new technologies?		
Do you prefer to have your email printed for you to read?		
Do you prefer to edit hard copies of your documents rather than the electronic version?		
When you find an interesting website to share do you invite people to come view it at your computer (as opposed to sending them a URL)?		
TOTAL		

2. Using your total number of "yes" responses, determine where you fall on the digital immigrant/digital native continuum provided.

Digital Native ←1—2—3—4—5—6—7→ Digital Immigrant

3. Using the following chart reflect on your personal use of technology.

Are you using...	Yes	No	How Often (Daily, Monthly, Never?) Describe your usage.
Computers (Laptop or Desktop)			
Calculators			
PDA's			
Cameras, Still or Video			
Microscope camera projector			
DVD Player			
LCD Projector			
Educational management software (e.g. attendance, grades, and lesson plans)			
Word processing			
Data management, graphing, or analysis software (Spreadsheets, EXCEL)			

Database Software (FileMaker Pro, Microsoft Access)			
Presentation Software (PowerPoint, Keynote)			
Internet for Research			
Email			
Blogs			
Podcasts			
Online Communities			
Wikipedia			
RSS: Really Simple Syndication			
Instant Messaging			
Discussion Boards			
Text Messaging			
Desktop publishing			
Web Publishing Software			
Educational Games			
Devices for Gathering Experimental Data			
Simulation/Modeling Software			
Video, Graphics, and Sound Editing or Production Software			
Portable Media Players			
Search Engines			

4. Explain how you incorporate technology in your instruction. Note the example in the first row.

Technology	How technology is used in my classroom:
Blogs	I assign each of my students the role of a soldier from a different civil war state. Using blogs, students are required to write entries recording their experiences and feelings as a soldier from that state as though they were keeping a journal.

5. Return to the course to continue.

Personal Notes for Implementation:

Job-embedded Activity: Student Focus Group Protocol

In this activity you will choose a cross section of students for your student focus group.

Note—For learners taking this course during the summer, please identify six students in your community to serve as your student focus group. Your best results will be realized if you are able to identify 2 for each of the following categories.

1. Select two students who are "low academic performers."

a.
b.

2. Select two students who are "average academic performers."

a.
b.

3. Select two students who are "high academic performers."

a.
b.

4. As you progress through the course, you will utilize these six students throughout various activities in this course. As directed, record your results of these activities.
5. Return to the course to continue.

Personal Notes for Implementation:

Job-embedded Activity: Student Use of Technology

In this activity you will analyze your students' use of technology.

1. Print "Learning Log Rubric".
2. Close the print window.
3. Using the following chart, interview the members of your student focus group.

Are you using...	Yes	No	How Often (Daily, Monthly, Never?) Describe your usage.
Computers (Laptop or Desktop)			
Calculators			
PDA's			
Cameras, Still or Video			
Microscope camera projector			
DVD Player			
LCD Projector			
Educational management software (e.g. attendance, grades, and lesson plans)			
Word processing			

Data management, graphing, or analysis software (Spreadsheets, EXCEL)			
Database Software (FileMaker Pro, Microsoft Access)			
Presentation Software (PowerPoint, Keynote)			
Internet for Research			
Email			
Blogs			
Podcasts			
Online Communities			
Wikipedia			
RSS: Really Simple Syndication			
Instant Messaging			
Discussion Boards			
Text Messaging			
Desktop publishing			
Web Publishing Software			
Educational Games			
Devices for Gathering Experimental Data			
Simulation/Modeling Software			
Video, Graphics, and Sound Editing or Production Software			
Portable Media Players			
Search Engines			

4. Answer the following questions.

a. Did any of your student responses confirm your prior beliefs?

b. Were there any responses that you did not anticipate?

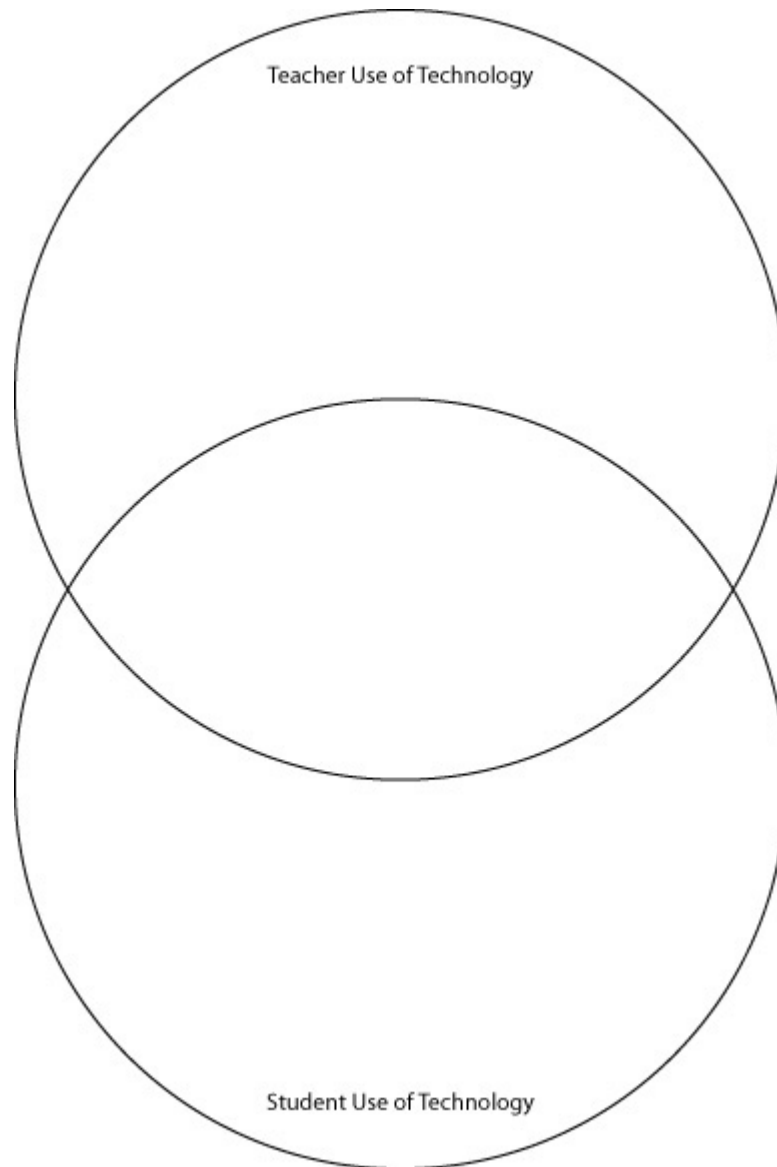
- c. What did you find most interesting about how your students are using the technology?
 - d. Does your current classroom use of technology align with how your students use technology?
 - e. How can you modify your instruction so that students can practice 21st Century skills through technology?
5. Summarize your responses in the space provided. You will enter your summary in the Learning Log. (Additions will be made to the Learning Log throughout the course. It will be used for reference during the Culminating Activity at the end of the course.):
6. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Student Use of Technology.")
7. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Prediscussion Activity: Technology Reflection

In this activity you will reflect on you and your students' use of technology.

1. Using the Venn Diagram, identify similarities and differences between your use and your students' use of technology.



2. Answer the following questions.
 - a. Are you a digital immigrant or a digital native?

- b. How are you and your students using technology in similar ways? In what ways does your use differ?
 - c. Why do you think your students' use differs from your use?
 - d. What opportunities exist for you to use technology in order to better meet student needs?
3. For the purpose of the online discussion, summarize your responses in the space provided.
4. Fill in the "L" and "D" columns of your "Rationale for 21st Century Change K-L-D Chart."
5. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Topic 2.1.2: How Do 21st Century Students Think Differently?

Prediscussion Activity: Article Critique

In this activity you will reflect on your individual biases, particularly in the context of the article, *Do They Really Think Differently?*, using the “Four ‘A’s’ Text Protocol.”

1. Using the mind map provided, reflect on the article, *Do They Really Think Differently?*

Four “A”s Text Protocol

What assumptions does the author of the text hold?	What do you agree with in the text?
What do you want to argue with in the text?	What parts of the text do you aspire to?
What does this mean for our work with students?	

2. For the purpose of the online discussion, please consider the following:
 - a. Identify one assumption at a time
 - b. When you respond to individual assumption postings, please respond to your peers in terms of the concepts that you want to *argue* with, *agree* with, and *aspire* to in the text.
 - c. Conclude the discussion with the final question, "What does this mean for our work with students?"
3. Return to the course and share your summary online

Personal Notes for Implementation:

Topic 2.1.3: Why Are 21st Century Students Disengaged?

Prediscussion Activity: Student Engagement

This activity will require you to reflect on student engagement in your classroom.

1. Print and read "Learning Indicators for Engagement."
2. Close the "print" window.
3. Determine if the following learning indicators are clearly identified in your classroom. Place a checkmark in the appropriate box on the following checklist.

Engaging Instruction Checklist

Learning Indicators for Engagement	My Classroom does not address	My Classroom addresses
Students are...		
Responsible for Learning		
Energized by Learning		
Strategic		
Collaborative		

Classroom Instruction is...		
Challenging		
Authentic		
Integrative/interdisciplinary		
Classroom Assessments are...		
Performance-Based		
Generative		
Interwoven with Curriculum and Instruction		
Equitable Standards		
Instructional Strategies are...		
Interactive		
Generative		
Learning Context contains...		
A Knowledge-Building Learning Community		
Collaboration		
Empathy		
Classroom environment contains...		
Heterogeneous Groups		
Flexible Groups		
Equitable Groups		
I am a...		
Facilitator		
Guide		
Co-Learner and Co-Investigator		
Students play the role of a/an...		
Explorer		
Cognitive Apprentice		
Producers of Knowledge		

4. Using the "Learning Indicators for Engagement" article, develop student interview questions to identify your students' level of engagement. Here are a few examples to get you started.
- Are you excited to learn in my classroom?
 - Do you find the tasks that I give you challenging?

c.

d.

e.

f.

g.

5. Using the questions you created, interview the six students in your student focus group.

6. Answer the following questions.

a. Do you identify with the views of your students? Please describe.

b. How do you engage students in your classroom?

c. Is there evidence of disengagement in your classroom? If yes, please describe.

d. What could be causing disengagement in your classroom?

e. What specific steps could you take to increase student engagement?

7. For the purpose of the online discussion, summarize your responses in the space provided.
8. Fill in the "L" and "D" column of your "Rationale for 21st Century Change K-L-D Chart."
9. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Section 2.2: The 21st Century Workplace

Topic 2.2.1: How Is the 21st Century Workplace Different Than the 20th Century Workplace?

Course Activity: Classroom Organization

In this activity you will reflect on the organization of your classroom and draw conclusions about student preparedness for the 21st workplace.

1. Answer the following questions.
 - a. Is your current classroom organization preparing students for the 20th Century workplace or the 21st Century workplace? Please describe.
 - b. What role do classroom management and organization play in student preparation for the 21st Century workplace? Please describe.

- c. What changes would you make to better prepare your students?
-
2. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.
 3. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Classroom Organization.")
 4. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Topic 2.2.2: What Are the 21st Century Skills Needed by Students?

Job Embedded Activity: 21st Century Skills

In this activity you will analyze your infusion of technology when teaching 21st Century skills. Then, you will survey your student focus group about their career choices and investigate the skills needed for success.

1. Use the following chart to analyze your infusion of technology when teaching 21st Century skills. Place an "X" in the column that best represents your infusion of technology when teaching a specific 21st Century skill.

	Low	Medium	High
Digital Age Literacy			
Basic, scientific, mathematical, technological literacies			
Visual and information literacies			
Cultural literacy and global awareness			
Inventive Thinking			
Adaptability/ability to manage complexity			
Curiosity, creativity, and risk taking			
Higher-order thinking and sound reasoning			
Effective Communication			
Teaming, collaboration, and interpersonal skills			
Personal and social responsibility			
Interactive communication			
High Productivity			
Ability to prioritize, plan, and manage for results			
Effective use of real-world tools			
Relevant, high-quality products			

*Chart Adapted with Permission from NCREL-EnGauge 21st Century Skills Report

2. Survey the members of your student focus group about the types of careers that they are considering pursuing using the provided tool.
 - a. First, interview your student focus group members and document their career choices in the left column.
 - b. Second, use the Internet to research the skill sets required to be successful in the identified professions for the 21st Century and document your results in the right hand column.

Career Choice	Required Skill Sets / Technology

3. Answer the following questions.
 - a. Does your instruction currently meet the skill sets necessary for success in the careers your students have chosen?
 - If yes, please describe the instructional techniques that you employ.
 - If no, what adjustments can be made to your instruction
 - b. What types of programs does my school offer that will encourage the development of skills and characteristics conducive to success in the 21st Century workplace?
4. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.

5. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "21st Century Skills.")
6. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Sync Point Discussion Activity

Now that you have reached the end of this unit, you will take part in a sync point discussion with other members of your study group. There are two different ways this can occur:

1. **Option 1 (preferred):** Your study group will be asked to meet for a 1 hour face-to-face meeting with your facilitator, or
2. **Option 2:** Your study group will have an online sync point discussion.

Your facilitator will contact you to let you know which option you are using for the end of this unit. Once you are notified, please follow the corresponding instructions below:

Option 1 Instructions: Face-to-Face Sync Point Meeting

This option will have you meet with your study group members and your facilitator for a 1 hour face-to-face meeting. For this meeting, be prepared to discuss the following with the group

- a. The disconnect between what effective instruction looked like in the 20th Century and what effective instruction should look like in the 21st Century was not established overnight. From the information presented in this unit and from your personal experience, what do you identify as the most critical reason that many schools are "stuck" in the 20th Century modality? Why do you feel that the world changed but not our schools? What is your rationale for identifying this reason as the most critical?
- b. What have you learned and what insights gained from this unit?
- c. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Follow his/her instructions. Be sure to participate conscientiously, as part of your course grade will be based on your contribution to this discussion.

Option 2 Instructions: Online Sync Point Discussion

This option will have you discuss topics from this unit with others in your study group online.

1. You will be notified when your facilitator has posted a topic for this discussion. You can not complete this activity until he/she has done so. Be sure to check your "Inbox."
2. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and selecting "Discussion."
3. In the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 2.
4. You must **post a response** to your facilitator's topic and also either **reply** to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating.
5. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
6. Close the browser window to return to the course.

Personal Notes for Implementation:

Facilitator Sync Point Instructions

Unit 2 Sync Point Tasks:

1. Let your study group know which sync point discussion option you are using. Email them well in advance to let them know how they will be participating. The topic is the same regardless of the option chosen.
 - If you have chosen **Option 1**, which is the face-to-to-face meeting, let your participants know when and where it will be held.
 - If you have chosen **Option 2**, which is the online sync point discussion, post the sync point discussion question/topic and monitor discussions. Be sure to label it as the "Unit 2" discussion. Email your study group to inform them that the "Unit 2" sync point discussion topic has been posted. Let them know when the time allotted for the discussion is over. Monitor and participate in the discussions as needed.

Discussion topic:

The disconnect between what effective instruction looked like in the 20th Century and what effective instruction should look like in the 21st Century was not established overnight. From the information presented in this unit and from your personal experience, what do you identify as the most critical reason that many schools are "stuck" in the 20th Century modality? Why do you feel that the world changed but not our schools? What is your rationale for identifying this reason as the most critical?

Note: If you have chosen Option 1, the face to face meeting, you must post a summary of that meeting in place of the online sync point discussion as a record of the meeting that all study group members can access. It should be posted where the online sync point discussion would have been. Be sure to include the following information in your summary:

- Who attended the session
 - How long it lasted, as well as where and when it occurred
 - The topic of discussion
 - The outcomes and any resulting actions as a result of the discussion
2. Read/respond to the learning log entries. There were 3 in this unit:
 - Student Use of Technology
 - Classroom Organization
 - 21st Century Skills
 3. Monitor learner discussion participation and quiz essay questions. Although you are not scoring, rubrics are provided to allow you to determine the level of quality. Provide feedback.
 4. Answer emails from the study group.
 5. Monitor individual progress. Acknowledge learners who have reached the sync point.
 6. Maintain weekly online office hours where you will be logged into the "Chat" feature to assist your learners. You must communicate these hours to your study group.
 7. When learners have completed the sync point discussion, you may release them to the next unit. The timing of this release is at the discretion of the facilitator

Unit 2 Multiple Choice Questions:

Refer to the "Review Content" feature online in the facilitator console.

Unit 2 Essay Question:

The '21st Century: A Need for Change' course has been developed to establish the need and rationale for adapting instructional methodologies to better serve student needs in the 21st Century. In your own words, please summarize the argument for change presented in the unit. You must support your response with evidence from your personal experience. Describe how this transformation will help you meet your ultimate goal as an instructor and identify potential support mechanisms and obstacles.

As you write be sure to include:

- Examples of how you currently utilize technology in your instruction
- The disconnect between the classroom and your students' personal lives and where you have success and areas for improvement
- Your student engagement level and factors that impact this level
- The current link between education, the workplace, and technology in your classroom and potential areas where you can help make this relationship more complimentary

Rubric for Unit #2 Essay Question				
	Advanced	Proficient	Emerging	Novice
Summary and rationale behind the need for change in the 21st Century	Summarizes all of the major reasons change is necessary and provides many pieces of authentic and appropriate evidence from their personal experience.	Summarizes most of the major reasons change is necessary and provides a few pieces of authentic and appropriate evidence from their personal experience.	Summarizes some of the major reasons change is necessary and provides very few pieces of authentic and appropriate evidence from their personal experience.	Summarizes some of the major reasons change is necessary and provides no authentic and appropriate evidence from their personal experience.

Examples of how technology is used in instruction to promote higher level thinking	Provides numerous highly relevant examples of how technology is currently or could potentially be used in their classroom to promote higher order thinking skills.	Provides relevant examples of how technology is currently or could potentially be used in their classroom to promote higher order thinking skills.	Provides few examples of how technology is currently or potentially could be used in their classroom and minimal support for how this use promotes higher order thinking skills.	Provides few examples of how technology is currently or potentially could be used in their classroom and no support for how this use promotes higher order thinking skills.
Description of the disconnect between classroom use of technology and student use in their personal lives	Explains the disconnect that exists between current classroom use of technology and student use in their personal lives citing numerous examples and in depth descriptions.	Explains the disconnect that exists between current classroom use of technology and student use in their personal lives citing adequate examples and in depth descriptions.	Explains the disconnect that exists between current classroom use of technology and student use in their personal lives citing adequate examples.	Explains the disconnect that exists between current classroom use of technology and student use in their personal lives citing minimal examples.
Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 2 errors	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 5 errors	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 10 errors	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation – more than 10 errors

UNIT 3: THE 21ST CENTURY TEACHER

Facilitator Notes

Unit Overview:

This unit will explain that building the skills of students to critically think and collaborate with others will prepare students for the 21st Century workplace.

In this unit the learner will explore the new role of the 21st Century classroom teacher and the pedagogical skills needed to carry out the new responsibilities. Finally, the learner will be exposed to the perceived challenges to 21st Century teaching.

Facilitator Expectations:

Familiarize yourself with the content of the unit before the study group begins its work. Be sure to go through all the on-screen content, read all documents, and think about the activities.

Additional Resources/Research:

The following items may be helpful in preparing your role in facilitating this unit:

- Barron, B. (1998). *Doing with understanding: Lessons from research on problem- and project-based learning*. Journal of the Learning Sciences. 7 (3&4), 271-311.
- Blumenfeld, P.C. et al. (1991). *Motivating project-based learning: sustaining the doing, supporting the learning*. Educational Psychologist, 26, 369-398.
- Brooks-Young, S. (2006) *Critical technology issues for school leaders*. Thousand Oaks, Calif.: Corwin Press.
- Colburn, A. (2000). An inquiry primer. ScienceScope, March 2000.
- Grasha, A. (1996) *Teaching with style: A practical guide to enhance learning by understanding teaching and learning styles*. Pittsburgh: Alliance Publishers.
- Gregory, G. (2003). *Differentiated Instructional Strategies in Practice*. Thousand Oaks, California: Corwin Press.
- HMFH Architects. (1998) *Top 10 design ideas for school of the 21st Century*. American School and University: Prism Business Media.
- Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.
- McTighe, J & Tomlinson, C.A. (2006) *Integrating Differentiated Instruction & Understanding by Design* Alexandria, VA: ASCD.
- www.21stCenturyskills.org

Unit Overview:

This unit will explain that building the skills of students to critically think and collaborate with

others will prepare students for the 21st Century workplace.

In this unit the learner will explore the new role of the 21st Century classroom teacher and the pedagogical skills needed to carry out the new responsibilities. Finally, the learner will be exposed to the perceived challenges to 21st Century teaching.

Section 3.1: The 21st Century Teacher

Topic 3.1.1: What Is the Role of the Teacher in a 21st Century Classroom?

Course Activity: The 21st Century Teacher K-L-D Chart

In this activity you will reflect on the characteristics of the 21st Century teacher.

1. Print the "The 21st Century Teacher K-L-D Chart."
2. Close the "print" window.
3. Complete the "K" column of the chart, recording what you already know about the topic.
4. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns.
This information will be used to complete the culminating activity.
5. Return to the course to continue.

Personal Notes for Implementation:

Course Activity: Instructional Practice Analysis

In this activity you will analyze your overall instructional practices.

1. Print the "Instructional Practice Analysis Tool."
2. Close the "print" window.
3. Follow the directions and complete the analysis tool.
4. Answer the following questions.
 - a. Can you identify a correlation between your frequently used instructional activities, levels of complexity and student engagement levels?
 - b. What do you identify as your strongest areas of 21st Century skill development? Where are there major opportunities for improvement? What information do you need to begin to address your improvement areas? Where will you seek out this information?
5. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.

6. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Instructional Practice Analysis")
7. Close the Learning Log window to return to the course.
8. Return to the course.

Personal Notes for Implementation:

Course Activity: Personal Change

In this activity you will analyze the results of the Instructional Practice Analysis activity and determine what personal changes you need to make in order to make the 21st Century transformation.

1. For each item in the following chart place an "X" in the appropriate column that represents your reaction to each statement.

Statement	To a Great Extent	Some what	Very Little	Not at All
I prepare a classroom environment that promotes the skills students will need to be successful in the 21st Century workplace.				
I make use of local and community resources in planning lessons.				
I effectively plan my instruction to meet the needs of all learners through readiness, interest, and learning profile.				
I am comfortable allowing my students to take a greater role in prescribing their learning.				
I effectively develop challenging situations where students take the role of explorer, scientist, engineer etc; using inquiry to guide their learning.				
I effectively design and deliver authentic and engaging project-based activities in my classroom.				
I currently teach skills and use activities that engage students.				
My instruction could be considered "facilitation of learning".				
I prepare authentic experiences for my students.				
My instruction engages students of diverse backgrounds.				
I adapt my lessons based on student feedback.				
I maintain accurate records in order to provide immediate feedback on student progress.				
I have identified the deficiencies that exist between my current practices and the best practices of a 21st Century classroom.				
I feel that there are changes that could be made in my classroom that could promote a 21st Century shift.				

2. Discuss the following items with your principal or department leader via email or face to face communication. Be sure to elicit feedback from your principal or department leader.
 - a. What did you learn about yourself after completing the Instructional Practice Analysis and the previous chart? Summarize your personal findings.

- b. What areas of personal change do you plan to make in order to improve your instruction?
 - c. What are professional development and pedagogical supports currently available to you that will help you improve your instruction?
 - d. What professional development and pedagogical supports do you need to investigate to improve your instruction and make the 21st Century transition?
- 3. Summarize your personal reflection and your principal or department leaders correspondence in the space provided. Be prepared to add the summary to your Learning Log.
 - 4. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Personal Change.")
 - 5. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Topic 3.1.2: What Knowledge and Skills Are Needed by the Teacher to Meet the Needs of 21st Century Students?

Course Activity: Skill Application Reflection

In this activity you will analyze your current use of differentiated instruction, inquiry-based learning, and project-based learning.

1. Use the following questions to analyze your current use of differentiated instruction:
 - a. What did you learn after reading the article focusing on differentiated instruction?
 - b. Describe an activity where you currently employ differentiated instruction in your classroom. If you do not currently use this strategy, please identify opportunities that exist in your current curriculum.
 - c. How does differentiated instruction enhance student learning in your discipline?
 - d. Where specifically in your curriculum can you apply differentiated instruction to enhance student learning? Please provide examples and rationale.
2. Use the following questions to analyze your current use of inquiry-based learning:
 - a. What did you learn after reading the article focusing on inquiry-based learning?

- b. Describe an activity where you currently employ inquiry-based learning in your classroom. If you do not currently use this strategy, please identify opportunities that exist in your current curriculum.
 - c. Why is inquiry-based learning a viable option for instruction in your discipline?
 - d. Where specifically in your curriculum can you use inquiry-based learning as an effective teaching tool? Please provide examples and rationale.
- 3. Use the following questions to analyze your current use of project-based learning:
 - a. What did you learn after reading the article focusing on project-based learning?
 - b. Describe an activity where you currently employ project-based learning in your classroom. If you do not currently use this strategy, please identify opportunities that exist in your current curriculum.

c. Why is project-based learning a viable option for instruction in your discipline?

d. Where specifically in your curriculum can you use project-based learning as an effective teaching tool? Please provide examples and rationale.

4. Fill in the "L" and "D" column of your "The 21st Century Teacher K-L-D Chart."

5. Return to the course to continue.

Personal Notes for Implementation:

Prediscussion Activity: Success and Challenges

In this activity you will reflect on your prior successes and challenges in utilizing the 21st Century instructional techniques.

1. Reflect on the previous articles and activity focusing on differentiated instruction, inquiry-based learning, and project-based learning.

2. Answer the following questions.

a. What technique do you utilize most prominently (inquiry-based learning, differentiated instruction, project-based learning)?

b. What is your most significant success in implementing this technique? Describe

why you consider this a success.

c. What is your most challenging 21st Century technique to implement (inquiry-based learning, differentiated instruction, project-based learning)? Describe why you consider this a challenge.

d. What can you do to overcome this challenge?

3. For the purpose of the online discussion, summarize your responses in the space provided.

4. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Topic 3.1.3: What Are the Perceived Obstacles to 21st Century Teaching?

Prediscussion Activity: Current Status of Readiness

In this activity you will reflect on whether you are ready to initiate the necessary changes and identify the challenges that must be overcome during your 21st Century shift.

1. Reflect back to the personal change activity located in topic 3.1.1.
2. In addition to the aforementioned chart, please consider the challenges identified in the multimedia segment and previous readings. Those challenges included, but are not limited to:
 - a. Student engagement
 - b. Classroom control
 - c. Teacher to teacher interaction
 - d. Meeting academic standards
 - e. Diversity
 - f. Stakeholder buy in
3. Based on your reflection, what potential challenges do you face in making the transformation?
4. For the purpose of the online discussion, summarize your responses in the space provided. When responding to other learners, be sure to offer suggestions for overcoming their challenges.
5. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Sync Point Discussion Activity

Now that you have reached the end of this unit, you will take part in a sync point discussion with other members of your study group. There are two different ways this can occur:

1. **Option 1 (preferred):** Your study group will be asked to meet for a 1 hour face-to-face meeting with your facilitator, or

2. **Option 2:** Your study group will have an online sync point discussion.

Your facilitator will contact you to let you know which option you are using for the end of this unit. Once you are notified, please follow the corresponding instructions below:

Option 1 Instructions: Face-to-Face Sync Point Meeting

This option will have you meet with your study group members and your facilitator for a 1 hour face-to-face meeting. For this meeting, be prepared to discuss the following with the group

- a. Knowing what you have learned about 21st Century instruction, how would you assist a brand new teacher coming into your school make the 21st Century transformation? What would you teach him/her first? How would you teach them this? What would you teach them last? Would your assistance change if it was a veteran teacher coming into your school? What would be the difference?
- b. What have you learned and what insights gained from this unit?
- c. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Follow his/her instructions. Be sure to participate conscientiously, as part of your course grade will be based on your contribution to this discussion.

Option 2 Instructions: Online Sync Point Discussion

This option will have you discuss topics from this unit with others in your study group online.

1. You will be notified when your facilitator has posted a topic for this discussion. You can not complete this activity until he/she has done so. Be sure to check your "Inbox."
2. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and selecting "Discussion."
3. In the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 3.
4. You must **post a response** to your facilitator's topic and also either **reply** to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating.
5. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
6. Close the browser window to return to the course.

Personal Notes for Implementation:

Facilitator Sync Point Instructions

Unit 3 Sync Point Tasks:

1. Let your study group know which sync point discussion option you are using. Email them well in advance to let them know how they will be participating. The topic is the same regardless of the option chosen.
 - If you have chosen Option 1, which is the face-to-to-face meeting, let your participants know when and where it will be held.
 - If you have chosen Option 2, which is the online sync point discussion, post the sync point discussion question/topic and monitor discussions. Be sure to label it as the "Unit 3" discussion. Email your study group to inform them that the "Unit 3" sync point discussion topic has been posted. Let them know when the time allotted for the discussion is over. Monitor and participate in the discussions as needed.

Discussion topic:

Knowing what you have learned about 21st Century instruction, how would you assist a brand new teacher coming into your school make the 21st Century transformation? What would you teach him/her first? How would you teach them this? What would you teach them last? Would your assistance change if it was a veteran teacher coming into your school? What would be the difference?

Note: If you have chosen Option 1, the face to face meeting, you must post a summary of that meeting in place of the online sync point discussion as a record of the meeting that all study group members can access. It should be posted where the online sync point discussion would have been. Be sure to include the following information in your summary:

- Who attended the session
 - How long it lasted, as well as where and when it occurred
 - The topic of discussion
 - The outcomes and any resulting actions as a result of the discussion
2. Read/respond to the learning log entries. There were 2 in this unit:
 - Instructional Practice Analysis
 - Personal Change
 3. Monitor learner discussion participation and quiz essay questions. Although you are not scoring, rubrics are provided to allow you to determine the level of quality. Provide feedback.
 4. Answer emails from the study group.
 5. Monitor individual progress. Acknowledge learners who have reached the sync point.
 6. Maintain weekly online office hours where you will be logged into the "Chat" feature to assist your learners. You must communicate these hours to your study group.
 7. When learners have completed the sync point discussion, you may release them to the next unit of study. The timing of this release is at the discretion of the facilitator.

Unit 3 Multiple Choice Questions:

Refer to the "Review Content" feature online in the facilitator console.

Unit 3 Essay Question:

During this unit you were asked to analyze your attitudes, classroom environment and teaching skills needed to make the 21st Century transformation. Explain how and why your instruction must adapt to better meet the needs of your students in the 21st Century. What is your role as a 21st Century teacher? How will your 21st Century transformation increase student achievement?

As you write be sure to include

- The differences between your current instruction and the 21st Century instruction by providing evidence supporting transformation
- Essential qualities you possess as an effective 21st Century
- Examples of how 21st Century instruction leads to student achievement
- Obstacles that make the 21st Century change difficult and how to overcome them

Rubric for Unit #3 Essay Question				
	Advanced	Proficient	Emerging	Novice
The differences between current instruction and 21st Century instruction	Provides numerous differences between current instruction and 21st Century instruction.	Provides adequate differences between current instruction and 21st Century instruction	Provides a few differences between current instruction and 21st Century instruction.	Provides limited differences between current instruction and 21st Century instruction.
Essential qualities of effective 21st Century teacher	Detailed examples of the essential qualities are supplied in a clear, succinct fashion.	Adequate examples of the essential qualities are supplied in a clear, succinct fashion.	Few examples of the essential qualities are supplied.	Limited examples of the essential qualities are supplied.

Examples of how 21st Century instruction contributes to student achievement	Provides at least 3 clear and concise examples that 21st Century instruction contributes to student achievement	Provides at least 2 clear and concise examples that 21st Century instruction contributes to student achievement	Provides at least 1 clear and concise example that 21st Century instruction contributes to student achievement	Example does not support that 21st Century instruction contributes to student achievement
Obstacles that make change difficult and how to overcome them	Provides detailed description of several obstacles and provides a superior analysis of how to overcome them.	Provides an adequate description of obstacles and provides an effective analysis of how to overcome them.	Provides a satisfactory description of obstacles and provides a satisfactory analysis of how to overcome them.	Provides a limited description of obstacles and provides a poor explanation for how to overcome them.
Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 2 errors	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 5 errors	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 10 errors	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation – more than 10 errors

UNIT 4: WORKING TOGETHER TO ACCOMPLISH THE 21ST CENTURY TRANSFORMATION

Facilitator Notes

Unit Overview:

In this unit, learners will understand how the supporting systems must align in order to accomplish the 21st Century transformation in the classroom. The supporting systems include teachers, departments, and stakeholders.

Facilitator Expectations:

Familiarize yourself with the content of the unit before the study group begins its work. Be sure to go through all the on-screen content, read all documents, and think about the activities.

Additional Resources/Research:

The following items may be helpful in preparing your role in facilitating this unit:

- Brooks-Young, S. (2006) *Critical technology issues for school leaders*. Thousand Oaks, Calif.: Corwin Press.
- Henderson, A & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family and Community Connections with Schools. Austin, TX: Southwest Educational Development Laboratory (SEDL). <http://www.sedl.org/connections/resources/evidence.pdf>
- Hord, S. (1998). Creating a professional learning community: Cottonwood Creek School. Washington, D.C.: Office of Educational Research and Improvement. (ERIC Document Reproduction No. ED424685.)
- Kerka, S. (1995). *The learning organization: Myths and realities*. Center for Education and Training, Clearinghouse on Adult, Career, and Vocational Education (ACVE). <http://www.cete.org/acve/docgen.asp?tbl=archive&ID=A028>
- Senge, P. (2000). *Strategies for change leaders; lessons for change leaders, Leader to Leader*. Drucket Foundation: Jossey-Bass.
- Senge, P. et al. (2000). *Schools that learn*. New York: Doubleday.
- www.21stCenturyskills.org

Unit Overview:

In this unit, learners will understand how the supporting systems must align in order to accomplish the 21st Century transformation in the classroom. The supporting systems include teachers, departments, and stakeholders.

Section 4.1: Accomplishing the Transformation

Topic 4.1.1: What Is the Importance of a Shared Vision?

Course Activity: Accomplishing the Transformation K-L-D Chart

In this activity you will reflect on the accomplishments of the transformation.

1. Print the "Accomplishing the Transformation K-L-D Chart."
2. Close the "print" window.
3. Complete the "K" column of the chart, recording what you already know about the topic.
4. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns. This information will be used to complete the culminating activity.
5. Return to the course to continue.

Personal Notes for Implementation:

Prediscussion Activity: Shared Vision

In this activity you will reflect on your school's current status in terms of developing a shared vision.

1. Answer the following question. Using your response of yes or no, identify the appropriate column and complete the items in that column of the chart.
 - a. Do you feel that your school has a shared vision?

Yes	No
Describe your school's shared vision:	Describe what is preventing your school from establishing a shared vision.
Describe the process used to establish the shared vision:	Describe the process that your school could use to develop a shared vision.

<p>Describe the roles that the following individuals played in developing the shared vision:</p> <p>Principal:</p> <p>Faculty:</p> <p>Community Members:</p>	<p>Describe the roles that the following individuals should play in developing a shared vision.</p> <p>Principal:</p> <p>Faculty:</p> <p>Community Members:</p>
<p>How is the shared vision reinforced on a regular basis?</p>	<p>How could the shared vision be maintained over time?</p>
<p>Describe opportunities for improvement:</p>	<p>Describe the steps that you need to help your school develop a shared vision.</p>

2. For the purpose of the online discussion, summarize your responses from the chart in the space provided.

3. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Topic 4.1.2: How Is the Interaction Between Teachers Different in the 21st Century?

Course Activity: Teacher Interaction

In this activity you will analyze the types of interaction currently occurring in your school.

1. For each item in the following chart place an "X" in the appropriate column.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I seek out mentors and/or coaches frequently.				
I consider myself a leader in my school.				
Collaborative activities occur at a high frequency in my school.				
My classroom is open to coaches, mentors, or other colleagues.				
My school is accepting of new staff members by providing resources needed for success.				
My school has a process for working through disagreements among colleagues.				
My school interacts and really feels like a team.				
My colleagues and I frequently share information that will benefit instruction and student needs.				
I collaborate with my colleagues to create lessons and we review the results.				

I interact with my colleagues frequently and in a meaningful way within my discipline.				
I interact with my colleagues frequently and in a meaningful way outside my discipline.				
I approach my principal with an open mind and seek instructional advice.				
I collaborate with colleagues outside of my department to design lessons.				
Co and team teaching occurs in my school.				
My colleagues and I explore professional resources and share the information with each other.				
I use student data to develop instruction with my fellow teachers.				
I can expand my role in promoting meaningful, collaborative activities among colleagues.				
Student work and achievement is frequently the subject of collegial interaction within my department.				
Student work and achievement is frequently the subject of collegial interaction outside of my department.				

2. Fill in the "L" and "D" column of your "Accomplishing the Transformation K-L-D Chart."
3. Return to the course.

Personal Notes for Implementation:

Course Activity: Specific Actions

In this activity you will identify specific actions that will enable you to better serve as a change agent in your school.

1. Complete the following chart.
 - a. Identify a specific action to promote change in your school.

b. Explain how this action will contribute to change in your school.

Specific Actions in My Classroom	Contribution to Change
Specific Actions in My School	Contribution to Change
Specific Actions in My Community	Contribution to Change

2. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.

3. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Specific Actions.")
4. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Topic 4.1.3: How Do Academic Departments Transform in the 21st Century?

Course Activity: Department Analysis

In this activity you will analyze your department actions to identify areas of success and opportunities for growth.

1. For each item in the following chart place an "X" in the appropriate column.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Department meeting time is used to develop lessons as a collaborative group.				
Department meeting time is used as a source for staff support and growth.				
Department members actively participate in the departmental meetings.				
My department is comfortable with change.				
There is a sense of trust among department members.				
Department members are comfortable observing students in other classrooms.				
My department places a high value on professional development.				
My department has developed protocols for managing the meetings and activities.				

The departmental meetings are geared towards improving student achievement.				
The department meetings identify student needs and set goals for improvement.				
My department reviews student work as a tool for improvement.				
My department reviews student data to direct future instruction.				
Department members seek each other out for opinions on lesson planning and improving student achievement.				
My department assesses collaboratively created lessons and reviews the results.				
My department uses videotaping as a tool to learn how students are responding to instruction.				
Department members participate in co-mentoring opportunities outside of the meetings.				
My department seeks student input on school policy and instructional procedures.				
Department members encourage other teachers, professionals, and/or students to observe their classroom instruction.				
My department shares protocols and outcomes with other departments.				
Exploring professional resources (readings, on and off campus workshops or courses) is encouraged, supported and information is shared and discussed among department members.				
Department meetings focus on a cyclical pattern of Plan-Act-Reflect for student achievement.				

2. Discuss the following items with your principal or department leader via email or face to face communication. Be sure to elicit feedback.
 - a. Identify areas where your department is successful.
 - b. Identify opportunities where your department can improve.
3. Summarize your personal reflection and your principal/department leader correspondence in the space provided. Be prepared to add the summary to your Learning Log.

4. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Department Analysis.")
5. Close the Learning Log window.
6. Fill in the "L" and "D" column of your "Accomplishing the Transformation K-L-D Chart."
7. Return to the course.

Personal Notes for Implementation:

Topic 4.1.4: How Do You Communicate 21st Century Approaches to Stakeholders?

Course Activity: Stakeholder Communication Analysis

In this activity you will analyze your communication with stakeholders.

1. For each item in the following chart place an "X" in the appropriate column.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I can clearly identify all of the internal stakeholders critical to student achievement improvement.				
I can clearly identify all of the external stakeholders critical to student achievement improvement.				
There is a common language shared among all stakeholders.				
I have success engaging stakeholders in multiple ways.				
I am able to locate a common ground when communicating with various stakeholders.				
I have sufficient tools for communicating with community members.				

My communication with administrators is both open and meaningful.				
My communication with parents is both open and meaningful.				
Students and staff participate in community projects; and local, state, and professional organizations.				
I have sufficient tools for communicating with parents.				
I am able to communicate with students about the paradigm shift occurring in my classroom.				
Stakeholders are involved in decisions affecting students and encouraged that their input is valued.				
There are high expectations for parents to be involved in the school and their child's education.				
I am open to forming new partnerships with community entities such as businesses.				

- Summarize your responses to the chart in the space provided. Please include which 21st Century stakeholder communication practices are in place and those practices which still must be developed. Be prepared to add the summary to your Learning Log.

- Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Stakeholder Communication Analysis.")
- Close the Learning Log window.
- Fill in the "L" and "D" column of your "Accomplishing the Transformation K-L-D Chart."
- Return to the course.

Personal Notes for Implementation:

Sync Point Discussion Activity

Now that you have reached the end of the final content unit, you will take part in a discussion meeting with other members of your study group. This will be a 3-hour session that will enable you and your fellow study group members to debrief on the experiences in the course in order to improve instruction and student achievement.

As the meeting date approaches, you should think about the following questions:

1. Throughout the course you have completed numerous self assessment tools. What are your growth areas and what specifically can you do to improve your transformation? What can you do to improve teacher interaction? What can you do to improve stakeholder communication? How can you contribute to the shared vision and departmental activities?
2. What have you learned and what insights gained from this course?
3. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Be sure to participate conscientiously, as part of your course grade will be based on your contribution to this discussion.

Facilitator Sync Point Instructions

Unit 4 Sync Point Tasks:

1. Let your study group know when and where the face-to-face meeting will take place. There are more specific and detailed instructions for this meeting in the facilitator section of the district implementation kit.

Discussion topic:

Throughout the course you have completed numerous self assessment tools. What are your growth areas and what specifically can you do to improve your transformation? What can you do to improve teacher interaction? What can you do to improve stakeholder communication? How can you contribute to the shared vision and departmental activities?

2. Read/respond to the learning log entries. There were 3 in this unit:
 - Specific Actions
 - Department Analysis
 - Stakeholder Communication Analysis
3. Monitor learner discussion participation and quiz essay questions. Although you are not scoring, rubrics are provided to allow you to determine the level of quality. Provide feedback.
4. Answer emails from the study group.
5. Monitor individual progress. Acknowledge learners who have reached the sync point.
6. Be sure you are maintaining (at least weekly) online office hours during which time you are logged into the "Chat" feature to assist your learners. Be sure your learners know when these hours are scheduled.
7. Release your study group members to the next unit of the course. If you choose to, you may do this while the sync point discussion for this unit is occurring.

Unit 4 Multiple Choice Questions:

Refer to the "Review Content" feature online in the facilitator console.

Unit 4 Essay Question:

As you completed the activities for this unit you were asked to reflect on your school's supporting system, including an established shared vision, teacher interaction, department actions, and communications with stakeholders. Describe a supporting system that encourages a 21st Century transformation in the classroom. What is your role in its development and sustainability?

As you write be sure to include

- Characteristics of a support system that encourages 21st Century transformation, including shared vision, teacher interaction, departmental activities, and stakeholders
- Identification of areas where your school is successful and areas where your school can improve their support system
- Identification of areas you can assist the support system in development and sustainability

Rubric for Unit #4 Essay Question				
	Advanced	Proficient	Emerging	Novice
Characteristics of a support system that encourages 21st Century transformation	Provides numerous characteristics of a support system and why they are important to 21st Century transformation.	Provides adequate characteristics of a support system and why they are important to 21st Century transformation.	Provides a few characteristics of a support system and why they are important to 21st Century transformation.	Provides limited characteristics of a support system and why they are important to 21st Century transformation.
Identification and description of areas where your school is successful and areas where your school can improve the supporting system	Identifies and describes numerous areas of success and improvement in the supporting system.	Identifies and describes adequate areas of success and improvement in the supporting system.	Identifies and describes few areas of success and improvement in the supporting system.	Identifies and describes limited areas of success and improvement in the supporting system.

Identification and description of areas to assist the supporting system	Identifies and describes numerous areas to assist the supporting system.	Identifies and describes adequate areas to assist the supporting system.	Identifies and describes few areas to assist the supporting system.	Identifies and describes limited areas to assist the supporting system.
Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 2 errors	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 5 errors	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 10 errors	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation – more than 10 errors

UNIT 5: CULMINATING ACTIVITY

Facilitator Notes	
Unit Overview:	<p>In this unit, the learner will tie together all aspects of the course. He/she will synthesize the information learned in the course and will consider how to use this information and data to improve their teaching skills.</p>
Facilitator Expectations:	<p>Be prepared to provide assistance and support as members of your study group develop their action plan. Check your inbox for messages and respond as quickly as possible.</p>

Unit Overview:

In this unit, you will tie together all aspects of the course. You will synthesize the information learned in the course and will consider how to use this information and data to improve your teaching skills.

Section 5.1: Plan Step 1

As a result of this course, you are now able to:

- Identify the needs and preferences of the 21st Century learners.
- Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21st Century workplace.
- Understand the role collegial collaboration plays in establishing a 21st Century classroom.

- Establish more effective communication among stakeholders.

It is time to synthesize the information you have learned and the data you have analyzed. How will you use this information and data to improve student learning and achievement?

Personal Notes for Implementation:

Section 5.2: Plan Step 2

In the culminating activity you will:

1. Select one or two of the critical actions from the DO section of the K-L-D charts that you want to accomplish.
2. Write an action plan to implement or enhance 21st Century teaching in your classroom. Use the suggested changes you circled in the "D" column of your K-L-D charts as the basic framework for your action plan. Use the following resources when developing your plan:
 - Your current school district curriculum
 - What is already in place? Where are the gaps?
 - Information from your principal, colleagues, and stakeholders
 - How can these individuals assist you in implementing or improving your teaching methods?
 - Data you collected on students in your classroom
 - Quantitative data (ex. assessment scores)
 - Qualitative data (ex. observation in the classroom, interest surveys)
 - Based on the data, what are your students' strengths and areas of need?
 - The K-L-D charts (prior knowledge, new learning, and ideas for implementation)
 - Ideas you gained from the narration, course documents, course activities, and online discussions
 - Notes, reflections, and responses to questions recorded in the Learning Guide
3. On which area of improvement will you focus?
4. What are the steps you will follow for your action plan? Be sure to include student experiences and activities as part of your plan. (please number your steps)

5. For each step in your plan, what resources will you need?

6. For each step in your plan, how will you know it worked?

7. Return to the course and prepare to submit your plan online.

Personal Notes for Implementation:

Section 5.3: Reflect

Personal Notes for Implementation:

Section 5.4: Share

Personal Notes for Implementation:

Facilitator Notes

Tasks:

Provide feedback on the action plan. (See rubric below.)

	Rubric for Action Plan			
	Advanced	Proficient	Emerging	Novice
Identify an area of priority	Clearly states the priority chosen and gives in-depth reasons for the selection.	Clearly states the priority and gives some reasons for the selection.	The priority is stated and provides limited reasons for the selection.	The priority is stated but does not provide reason(s) for the selection.
Steps to solution of the analyzed root cause problem	The steps are very clear and logical. There is strong evidence that the plan includes all components of 21st Century teaching and introduces new/improved aspects of producing stronger results for students to the building/district	The steps are clear and logical. There is ample evidence that the plan includes components of 21st Century teaching and introduces new/improved aspects of producing stronger results for students to the building/district.	The steps are vague and contain only those things that should already be in place in the classroom/ building/ district. There is nothing new/improved for stronger results for students to the building/district.	The steps are unclear and/or illogic. Evidence suggests that the teacher does not really understand the components and no change was indicated for stronger results for students.
Resources for each step	Includes a comprehensive list of resources needed to complete the action plan and includes innovative uses of resources already available.	Additional resources are listed and appear to be reasonable in terms of educational goals and dollars spent. Some use of materials already available is included.	The additional resources show no link to the stated goal. There is no innovative use of current resources included in the plan.	The additional resources appear to be unnecessary and/or are unreasonable in terms of cost.

Plan to evaluate the action plan	The evaluation plan includes evidence of feedback from staff, peers, and supervisors (if applicable). Included are specific criteria on how each step of the plan will be evaluated. Also included will be the steps to analyze data on student achievement with the priority chosen.	The evaluation plan includes evidence of feedback from staff, peers, and supervisors (if applicable). Included are steps on how most of the steps of the plan will be evaluated and what assessment will be used to track student achievement on the priority chosen.	The evaluation plan includes no evidence of feedback from staff, peers, and supervisors (if applicable). Included are general statements about how the plan will be evaluated and an assessment is mentioned but does not necessarily relate to the priority chosen	The evaluation plan includes no evidence of feedback from staff, peers, and supervisors (if applicable). There are general statements about how the plan will be evaluated but no assessments are listed.
Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 2 errors	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 5 errors	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation – No more than 10 errors	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation – more than 10 errors